NSSE 2016
Engagement Indicators
University of Minnesota Duluth

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with UMD Peers	Your first-year students compared with Competitors	Your first-year students compared with NSSE Carnegie
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	▽	--	▽
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▽	▽	▽

Seniors

Theme	Engagement Indicator	Your seniors compared with UMD Peers	Your seniors compared with Competitors	Your seniors compared with NSSE Carnegie
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	--	--	▽
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	▽	--	▽

NSSE 2016 Engagement Indicators
Academic Challenge
University of Minnesota Duluth

Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | UMD | Your first-year students compared with | | | | | |
| | | UMD Peers | | Competitors | | NSSE Carnegie | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.8	37.4 ***	-.13	37.6 ***	-.14	37.2 **	-.11
Reflective & Integrative Learning	33.3	34.5 **	-.10	34.9 ***	-.13	34.7 **	-.11
Learning Strategies	35.6	38.0 ***	-.17	38.0 ***	-.17	38.0 ***	-.17
Quantitative Reasoning	28.0	27.4	.04	28.6	-.04	27.6	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05$, $**p < .01$, $***p < .001$ (2-tailed).

Score Distributions
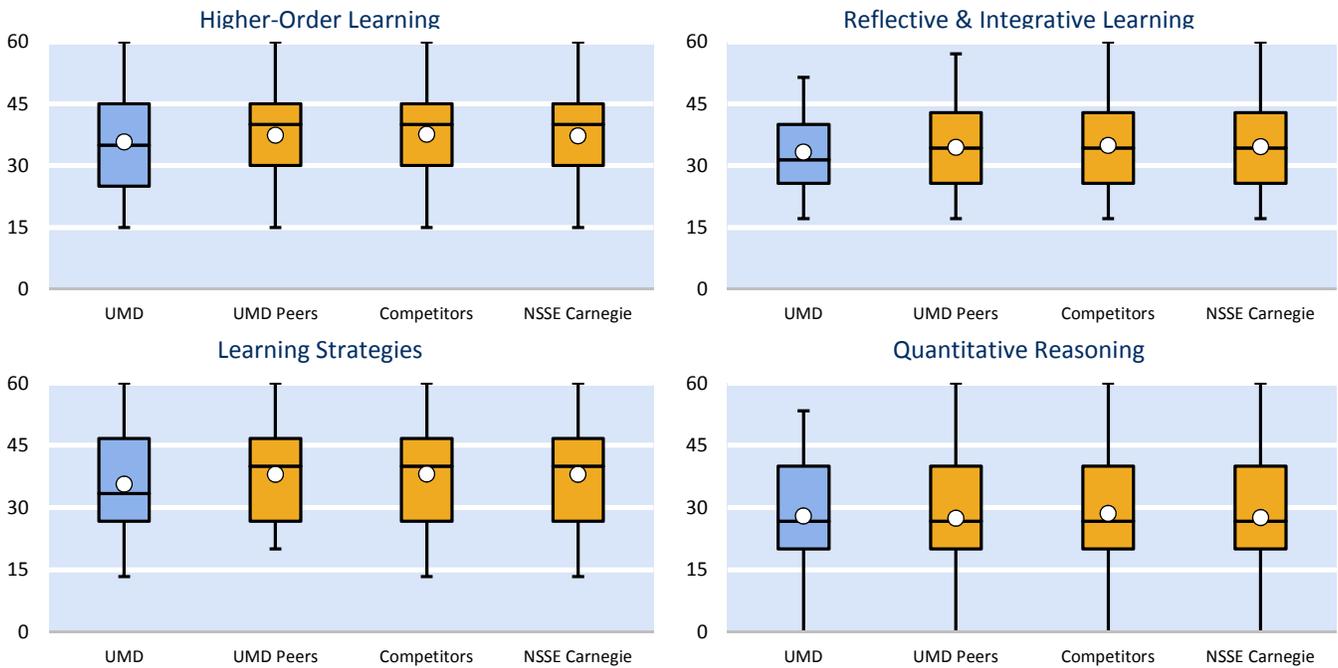
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	UMD	Percentage point difference [a] between your FY students and		
Higher-Order Learning		**UMD Peers**	**Competitors**	**NSSE Carnegie**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	+3	+5	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-4	-4	-2
4d. Evaluating a point of view, decision, or information source	56	-11	-11	-11
4e. Forming a new idea or understanding from various pieces of information	59	-7	-8	-7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	57	+4	+0	+3
2b. Connected your learning to societal problems or issues	45	-5	-6	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-7	-5	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-2	-2	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-0	+1	+0
2f. Learned something that changed the way you understand an issue or concept	61	-1	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	74	+1	+3	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	-1	-4	+0
9b. Reviewed your notes after class	57	-7	-6	-7
9c. Summarized what you learned in class or from course materials	56	-6	-4	-5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+3	+0	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-0	-3	-1
6c. Evaluated what others have concluded from numerical information	36	-0	-4	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE 2016 Engagement Indicators
Academic Challenge
University of Minnesota Duluth

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | UMD | Your seniors compared with | | | | | |
| | | UMD Peers | | Competitors | | NSSE Carnegie | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	38.8	39.6	-.06	39.9 *	-.08	39.9 *	-.08
Reflective & Integrative Learning	37.2	37.8	-.05	37.5	-.03	38.2 *	-.08
Learning Strategies	35.4	38.2 ***	-.19	38.4 ***	-.20	39.3 ***	-.26
Quantitative Reasoning	32.1	30.1 **	.12	30.1 **	.12	29.2 ***	.17

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

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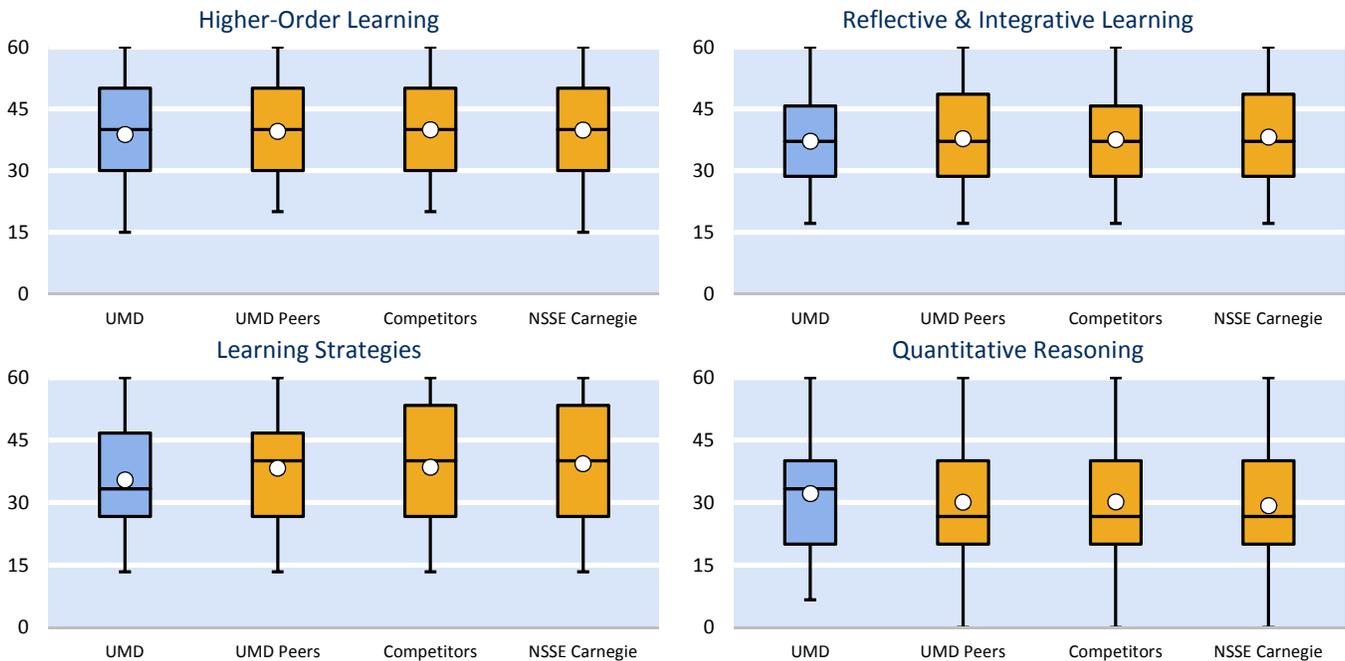
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	UMD	Percentage point difference [a] between your seniors and		
		UMD Peers	**Competitors**	**NSSE Carnegie**
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	-0	-1	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	-0	+1
4d. Evaluating a point of view, decision, or information source	61	-7	-6	-9
4e. Forming a new idea or understanding from various pieces of information	68	+0	-1	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	78	+6	+5	+7
2b. Connected your learning to societal problems or issues	61	-1	-0	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-7	-5	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-2	-1	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-1	+1	-2
2f. Learned something that changed the way you understand an issue or concept	68	-0	+2	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	-3	-4	-4
9b. Reviewed your notes after class	51	-8	-8	-11
9c. Summarized what you learned in class or from course materials	57	-4	-5	-7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+6	+6	+8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+1	-0	+2
6c. Evaluated what others have concluded from numerical information	46	-0	+2	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

NSSE national survey of student engagement

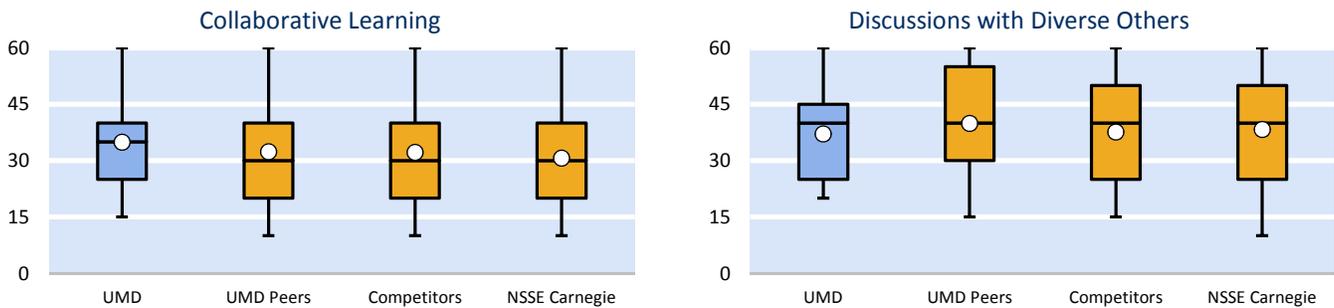## Learning with Peers: First-year students

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	UMD							
		Your first-year students compared with						
		UMD Peers		**Competitors**		**NSSE Carnegie**		
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*	
Collaborative Learning	34.8	32.3 ***	.19	32.1 ***	.19	30.7 ***	.30	
Discussions with Diverse Others	37.0	39.9 ***	-.19	37.6	-.04	38.3 *	-.08	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Collaborative Learning — box-and-whiskers chart for UMD, UMD Peers, Competitors, NSSE Carnegie

Discussions with Diverse Others — box-and-whiskers chart for UMD, UMD Peers, Competitors, NSSE Carnegie

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

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	UMD	Percentage point difference[a] between your FY students and		
Collaborative Learning		**UMD Peers**	**Competitors**	**NSSE Carnegie**
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	61	+10	+11	+13
1f. Explained course material to one or more students	61	+5	+5	+8
1g. Prepared for exams by discussing or working through course material with other students	59	+10	+11	+15
1h. Worked with other students on course projects or assignments	60	+7	+7	+10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	53	-17	-9	-12
8b. People from an economic background other than your own	67	-5	-1	-1
8c. People with religious beliefs other than your own	66	-3	+2	+0
8d. People with political views other than your own	69	-2	+4	+2

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NSSE 2016 Engagement Indicators
Learning with Peers
University of Minnesota Duluth
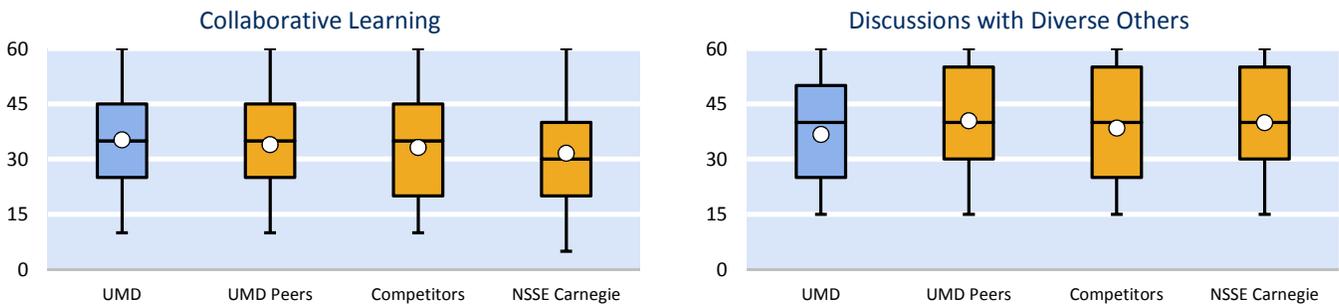
Learning with Peers: Seniors

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Mean Comparisons

	UMD	*Your seniors compared with*					
		UMD Peers		Competitors		NSSE Carnegie	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	35.3	33.9 *	.10	33.2 ***	.15	31.7 ***	.24
Discussions with Diverse Others	36.7	40.5 ***	-.24	38.5 **	-.11	39.9 ***	-.20

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Collaborative Learning — Discussions with Diverse Others (box-and-whisker charts for UMD, UMD Peers, Competitors, NSSE Carnegie)

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | UMD | *Percentage point difference [a] between your seniors and* | | |
Collaborative Learning		UMD Peers	Competitors	NSSE Carnegie
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	53	+8	+8	+14
1f. Explained course material to one or more students	67	+3	+6	+9
1g. Prepared for exams by discussing or working through course material with other students	52	+4	+7	+9
1h. Worked with other students on course projects or assignments	71	+3	+3	+9
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	51	-17	-10	-16
8b. People from an economic background other than your own	66	-6	-1	-5
8c. People with religious beliefs other than your own	64	-4	-1	-3
8d. People with political views other than your own	67	-2	-0	-3

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NSSE 2016 Engagement Indicators
Experiences with Faculty
University of Minnesota Duluth

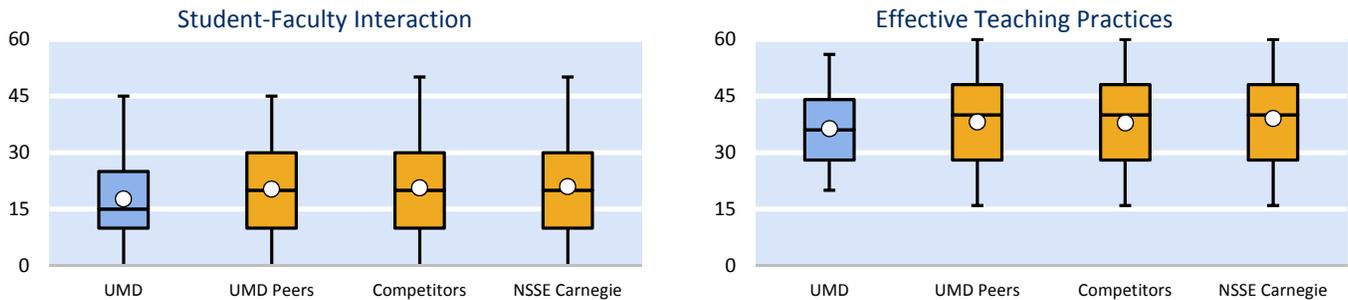## Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	UMD	*Your first-year students compared with*					
		UMD Peers		Competitors		NSSE Carnegie	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	17.7	20.3 ***	-.19	20.6 ***	-.20	20.9 ***	-.22
Effective Teaching Practices	36.4	38.1 ***	-.14	37.8 **	-.11	39.0 ***	-.20

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05$, $**p < .01$, $***p < .001$ (2-tailed).

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	UMD	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		UMD Peers	Competitors	NSSE Carnegie
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	26	-9	-9	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-1	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-4	-6	-5
3d. Discussed your academic performance with a faculty member	18	-10	-9	-10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	+2	+3	+2
5b. Taught course sessions in an organized way	74	-1	-0	-3
5c. Used examples or illustrations to explain difficult points	77	+3	+3	+2
5d. Provided feedback on a draft or work in progress	55	-5	-4	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-7	-7	-9

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NSSE 2016 Engagement Indicators

Experiences with Faculty
University of Minnesota Duluth
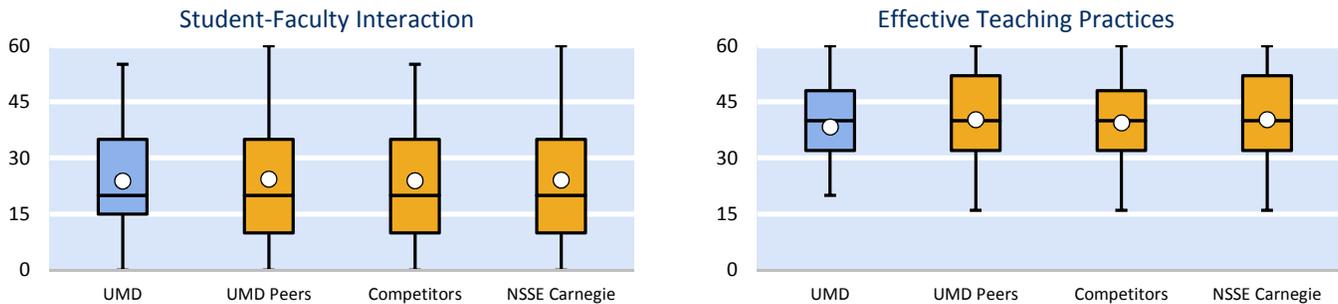
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Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.8	24.3	-.03	23.8	.00	24.1	-.01
Effective Teaching Practices	38.2	40.2 ***	-.15	39.3 *	-.08	40.2 ***	-.14

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; $*p < .05$, $**p < .01$, $***p < .001$ (2-tailed).

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| | UMD | Percentage point difference [a] between your seniors and | | |
Student-Faculty Interaction		UMD Peers	Competitors	NSSE Carnegie
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	40	-2	-2	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-1	+0	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	-0	-0	-0
3d. Discussed your academic performance with a faculty member	28	-5	-3	-5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	-3	-0	-1
5b. Taught course sessions in an organized way	77	-2	-0	-2
5c. Used examples or illustrations to explain difficult points	80	-0	+2	+2
5d. Provided feedback on a draft or work in progress	57	-3	-3	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-4	-2	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	UMD	Your first-year students compared with					
		UMD Peers		Competitors		NSSE Carnegie	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	41.5	.01	41.4	.02	41.9	-.02
Supportive Environment	34.8	36.9 ***	-.16	36.5 **	-.13	36.8 ***	-.14

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	UMD	Percentage point difference [a] between your FY students and		
Quality of Interactions		UMD Peers	Competitors	NSSE Carnegie
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	61	+7	+4	+8
13b. Academic advisors	43	-5	-4	-7
13c. Faculty	43	-3	-4	-7
13d. Student services staff (career services, student activities, housing, etc.)	43	-2	-1	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-5	-8	-9
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	-3	+0	-2
14c. Using learning support services (tutoring services, writing center, etc.)	73	-5	-2	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-5	-0	-4
14e. Providing opportunities to be involved socially	76	+4	+6	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	-1	+1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-5	-7	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	-5	-6	-3
14i. Attending events that address important social, economic, or political issues	45	-8	-6	-7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
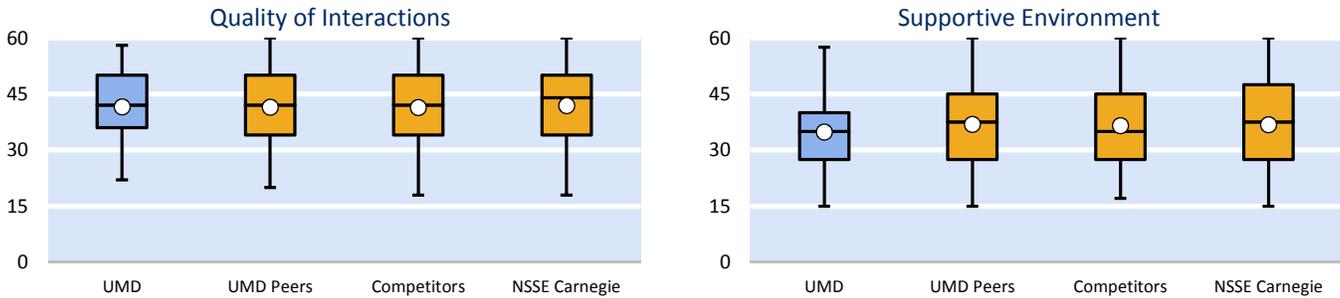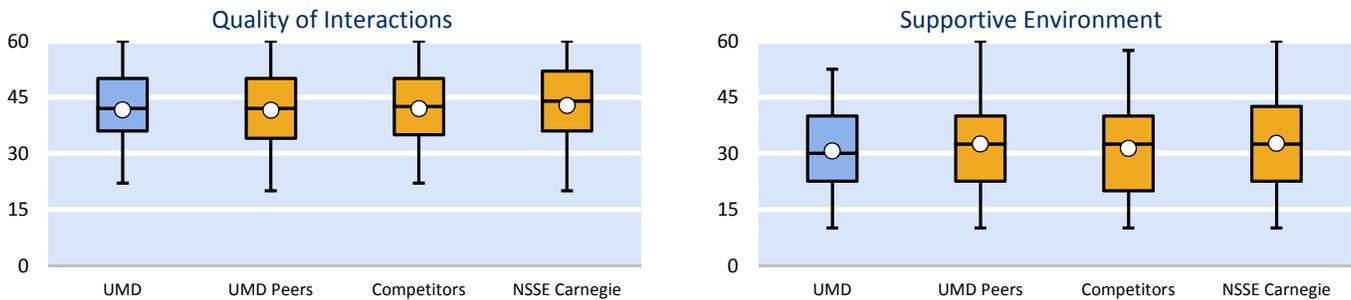
Campus Environment: Seniors

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | UMD | Your seniors compared with | | | | | |
| | | UMD Peers | | Competitors | | NSSE Carnegie | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	41.5	.01	42.0	-.03	42.8 *	-.10
Supportive Environment	30.6	32.5 ***	-.14	31.4	-.05	32.7 ***	-.15

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Quality of Interactions

Supportive Environment

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | UMD | Percentage point difference [a] between your seniors and | | |
Quality of Interactions		UMD Peers	Competitors	NSSE Carnegie
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	63	+5	+2	+4
13b. Academic advisors	42	-3	-8	-10
13c. Faculty	51	-6	-3	-8
13d. Student services staff (career services, student activities, housing, etc.)	42	+0	+0	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+1	-1	-6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	68	-3	+1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	62	-2	+2	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	-7	-6	-10
14e. Providing opportunities to be involved socially	63	-2	+0	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+3	+4	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-3	-4	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-5	-2	-3
14i. Attending events that address important social, economic, or political issues	39	-7	-2	-7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

  (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and

  (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

| | | UMD | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.8	40.5 ***	-.35		42.7 ***	-.51	
	Reflective and Integrative Learning	33.3	37.4 ***	-.33		39.5 ***	-.49	
	Learning Strategies	35.6	41.2 ***	-.39		43.7 ***	-.57	
	Quantitative Reasoning	28.0	29.4 **	-.09		31.3 ***	-.20	
Learning with Peers	Collaborative Learning	34.8	35.2	-.03	✓	37.3 ***	-.18	
	Discussions with Diverse Others	37.0	42.7 ***	-.37		44.3 ***	-.48	
Experiences with Faculty	Student-Faculty Interaction	17.7	23.8 ***	-.40		26.9 ***	-.58	
	Effective Teaching Practices	36.4	41.6 ***	-.39		43.8 ***	-.55	
Campus Environment	Quality of Interactions	41.6	44.1 ***	-.21		45.9 ***	-.35	
	Supportive Environment	34.8	39.2 ***	-.33		40.9 ***	-.46	

Seniors

| | | UMD | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.8	43.1 ***	-.32		44.7 ***	-.43	
	Reflective and Integrative Learning	37.2	41.0 ***	-.30		42.9 ***	-.46	
	Learning Strategies	35.4	42.2 ***	-.47		44.5 ***	-.64	
	Quantitative Reasoning	32.1	31.8	.02	✓	33.2	-.06	✓
Learning with Peers	Collaborative Learning	35.3	35.8	-.04	✓	37.9 ***	-.19	
	Discussions with Diverse Others	36.7	43.3 ***	-.42		45.1 ***	-.53	
Experiences with Faculty	Student-Faculty Interaction	23.8	29.6 ***	-.36		33.0 ***	-.57	
	Effective Teaching Practices	38.2	42.7 ***	-.33		44.5 ***	-.47	
Campus Environment	Quality of Interactions	41.7	45.3 ***	-.32		46.9 ***	-.44	
	Supportive Environment	30.6	35.7 ***	-.36		38.1 ***	-.54	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
University of Minnesota Duluth

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UMD (N = 689)	35.8	12.3	.47	15	25	35	45	60				
UMD Peers	37.4	13.5	.19	15	30	40	45	60	942	-1.7	.001	-.126
Competitors	37.6	13.9	.26	15	30	40	45	60	1,159	-1.9	.001	-.137
NSSE Carnegie	37.2	13.8	.14	15	30	40	45	60	808	-1.5	.002	-.109
Top 50%	40.5	13.6	.03	20	30	40	50	60	695	-4.8	.000	-.351
Top 10%	42.7	13.7	.07	20	35	40	55	60	722	-6.9	.000	-.507
Reflective & Integrative Learning												
UMD (N = 717)	33.3	10.9	.41	17	26	31	40	51				
UMD Peers	34.5	12.3	.17	17	26	34	43	57	1,000	-1.2	.009	-.096
Competitors	34.9	12.7	.23	17	26	34	43	60	1,240	-1.6	.001	-.130
NSSE Carnegie	34.7	12.6	.12	17	26	34	43	60	850	-1.3	.002	-.107
Top 50%	37.4	12.5	.03	17	29	37	46	60	724	-4.1	.000	-.326
Top 10%	39.5	12.8	.07	20	31	40	49	60	759	-6.2	.000	-.488
Learning Strategies												
UMD (N = 650)	35.6	13.1	.51	13	27	33	47	60				
UMD Peers	38.0	14.0	.21	20	27	40	47	60	880	-2.4	.000	-.171
Competitors	38.0	14.2	.28	13	27	40	47	60	1,054	-2.4	.000	-.173
NSSE Carnegie	38.0	14.1	.14	13	27	40	47	60	755	-2.4	.000	-.170
Top 50%	41.2	14.1	.04	20	33	40	53	60	656	-5.5	.000	-.392
Top 10%	43.7	14.3	.07	20	33	47	60	60	676	-8.1	.000	-.570
Quantitative Reasoning												
UMD (N = 697)	28.0	14.3	.54	0	20	27	40	53				
UMD Peers	27.4	15.7	.22	0	20	27	40	60	953	.6	.345	.036
Competitors	28.6	15.8	.30	0	20	27	40	60	1,151	-.6	.335	-.038
NSSE Carnegie	27.6	16.1	.16	0	20	27	40	60	819	.4	.535	.022
Top 50%	29.4	16.1	.04	0	20	27	40	60	702	-1.5	.006	-.092
Top 10%	31.3	16.2	.07	0	20	33	40	60	722	-3.3	.000	-.205
Learning with Peers												
Collaborative Learning												
UMD (N = 736)	34.8	12.4	.46	15	25	35	40	60				
UMD Peers	32.3	13.7	.19	10	20	30	40	60	1,008	2.5	.000	.188
Competitors	32.1	14.3	.26	10	20	30	40	60	1,249	2.7	.000	.193
NSSE Carnegie	30.7	14.1	.13	10	20	30	40	60	867	4.2	.000	.296
Top 50%	35.2	13.8	.03	15	25	35	45	60	742	-.4	.382	-.029
Top 10%	37.3	13.6	.07	15	25	40	45	60	767	-2.5	.000	-.184
Discussions with Diverse Others												
UMD (N = 662)	37.0	13.7	.53	20	25	40	45	60				
UMD Peers	39.9	15.4	.23	15	30	40	55	60	927	-2.9	.000	-.188
Competitors	37.6	15.9	.31	15	25	40	50	60	1,146	-.6	.366	-.036
NSSE Carnegie	38.3	16.0	.16	10	25	40	50	60	791	-1.3	.025	-.079
Top 50%	42.7	15.2	.04	20	35	40	60	60	668	-5.6	.000	-.371
Top 10%	44.3	15.1	.07	20	35	45	60	60	682	-7.3	.000	-.484

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UMD (N = 699)	17.7	13.0	.49	0	10	15	25	45				
UMD Peers	20.3	13.9	.20	0	10	20	30	45	5,567	-2.6	.000	-.187
Competitors	20.6	14.6	.27	0	10	20	30	50	1,165	-2.9	.000	-.203
NSSE Carnegie	20.9	14.5	.14	0	10	20	30	50	819	-3.2	.000	-.222
Top 50%	23.8	15.0	.04	0	15	20	35	55	709	-6.1	.000	-.405
Top 10%	26.9	16.0	.11	5	15	25	40	60	776	-9.2	.000	-.576
Effective Teaching Practices												
UMD (N = 704)	36.4	11.0	.41	20	28	36	44	56				
UMD Peers	38.1	12.9	.18	16	28	40	48	60	1,004	-1.7	.000	-.136
Competitors	37.8	13.3	.25	16	28	40	48	60	1,262	-1.5	.003	-.113
NSSE Carnegie	39.0	13.4	.13	16	28	40	48	60	850	-2.6	.000	-.200
Top 50%	41.6	13.4	.04	20	32	40	52	60	713	-5.2	.000	-.386
Top 10%	43.8	13.5	.08	20	36	44	56	60	753	-7.4	.000	-.553
Campus Environment												
Quality of Interactions												
UMD (N = 643)	41.6	10.6	.42	22	36	42	50	58				
UMD Peers	41.5	11.9	.18	20	34	42	50	60	902	.1	.768	.011
Competitors	41.4	12.4	.24	18	34	42	50	60	1,119	.2	.702	.015
NSSE Carnegie	41.9	12.4	.13	18	34	44	50	60	772	-.3	.489	-.024
Top 50%	44.1	11.8	.03	22	38	46	52	60	651	-2.5	.000	-.211
Top 10%	45.9	12.1	.08	22	40	48	56	60	685	-4.3	.000	-.354
Supportive Environment												
UMD (N = 628)	34.8	11.7	.47	15	28	35	40	58				
UMD Peers	36.9	13.3	.21	15	28	38	45	60	893	-2.1	.000	-.159
Competitors	36.5	13.2	.27	17	28	35	45	60	1,078	-1.7	.002	-.132
NSSE Carnegie	36.8	13.9	.15	15	28	38	48	60	757	-1.9	.000	-.142
Top 50%	39.2	13.3	.04	18	30	40	50	60	635	-4.4	.000	-.327
Top 10%	40.9	13.3	.07	20	33	40	53	60	657	-6.0	.000	-.456

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
University of Minnesota Duluth

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
UMD (N = 668)	38.8	13.6	.53	15	30	40	50	60				
UMD Peers	39.6	14.0	.20	20	30	40	50	60	5,395	-.8	.162	-.058
Competitors	39.9	13.8	.23	20	30	40	50	60	4,360	-1.2	.046	-.084
NSSE Carnegie	39.9	14.1	.13	15	30	40	50	60	12,068	-1.1	.048	-.079
Top 50%	43.1	13.8	.04	20	35	40	55	60	131,494	-4.4	.000	-.317
Top 10%	44.7	13.7	.07	20	40	45	60	60	41,316	-5.9	.000	-.431
Reflective & Integrative Learning												
UMD (N = 686)	37.2	12.4	.47	17	29	37	46	60				
UMD Peers	37.8	13.3	.19	17	29	37	49	60	918	-.6	.240	-.046
Competitors	37.5	13.1	.21	17	29	37	46	60	4,540	-.4	.511	-.027
NSSE Carnegie	38.2	13.2	.12	17	29	37	49	60	778	-1.0	.043	-.076
Top 50%	41.0	12.7	.03	20	31	40	51	60	137,504	-3.8	.000	-.300
Top 10%	42.9	12.5	.07	20	34	43	54	60	34,966	-5.7	.000	-.456
Learning Strategies												
UMD (N = 635)	35.4	14.9	.59	13	27	33	47	60				
UMD Peers	38.2	14.6	.22	13	27	40	47	60	5,027	-2.8	.000	-.191
Competitors	38.4	14.9	.25	13	27	40	53	60	4,105	-3.0	.000	-.203
NSSE Carnegie	39.3	15.1	.15	13	27	40	53	60	11,292	-3.9	.000	-.256
Top 50%	42.2	14.5	.04	20	33	40	60	60	159,422	-6.8	.000	-.470
Top 10%	44.5	14.2	.07	20	33	47	60	60	43,418	-9.0	.000	-.637
Quantitative Reasoning												
UMD (N = 675)	32.1	16.1	.62	7	20	33	40	60				
UMD Peers	30.1	17.1	.25	0	20	27	40	60	900	2.1	.002	.123
Competitors	30.1	16.8	.27	0	20	27	40	60	4,440	2.0	.004	.120
NSSE Carnegie	29.2	16.9	.16	0	20	27	40	60	12,233	2.9	.000	.173
Top 50%	31.8	16.9	.04	0	20	33	40	60	205,984	.4	.560	.022
Top 10%	33.2	16.8	.07	0	20	33	47	60	57,437	-1.1	.097	-.064
Learning with Peers												
Collaborative Learning												
UMD (N = 698)	35.3	14.4	.55	10	25	35	45	60				
UMD Peers	33.9	14.0	.20	10	25	35	45	60	5,720	1.3	.018	.096
Competitors	33.2	14.6	.23	10	20	35	45	60	4,638	2.1	.000	.145
NSSE Carnegie	31.7	14.9	.14	5	20	30	40	60	12,790	3.6	.000	.244
Top 50%	35.8	13.9	.03	15	25	35	45	60	175,175	-.5	.331	-.037
Top 10%	37.9	13.7	.07	15	30	40	50	60	720	-2.6	.000	-.190
Discussions with Diverse Others												
UMD (N = 646)	36.7	14.6	.57	15	25	40	50	60				
UMD Peers	40.5	16.1	.24	15	30	40	55	60	890	-3.8	.000	-.239
Competitors	38.5	16.1	.27	15	25	40	55	60	956	-1.8	.005	-.114
NSSE Carnegie	39.9	16.3	.16	15	30	40	55	60	745	-3.3	.000	-.201
Top 50%	43.3	15.9	.04	15	35	45	60	60	650	-6.6	.000	-.416
Top 10%	45.1	15.8	.07	20	35	50	60	60	663	-8.4	.000	-.532

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
UMD (N = 672)	23.8	15.6	.60	0	15	20	35	55				
UMD Peers	24.3	16.1	.23	0	10	20	35	60	5,419	-.5	.445	-.032
Competitors	23.8	15.9	.26	0	10	20	35	55	4,426	.0	.977	-.001
NSSE Carnegie	24.1	16.5	.15	0	10	20	35	60	761	-.2	.701	-.015
Top 50%	29.6	16.1	.06	5	20	30	40	60	79,635	-5.7	.000	-.356
Top 10%	33.0	16.3	.14	5	20	30	45	60	748	-9.2	.000	-.566
Effective Teaching Practices												
UMD (N = 678)	38.2	12.5	.48	20	32	40	48	60				
UMD Peers	40.2	13.3	.19	16	32	40	52	60	907	-2.0	.000	-.151
Competitors	39.3	13.4	.22	16	32	40	48	60	977	-1.1	.039	-.082
NSSE Carnegie	40.2	14.0	.13	16	32	40	52	60	780	-2.0	.000	-.142
Top 50%	42.7	13.7	.04	20	32	44	56	60	686	-4.5	.000	-.328
Top 10%	44.5	13.4	.08	20	36	44	56	60	716	-6.3	.000	-.470
Campus Environment												
Quality of Interactions												
UMD (N = 620)	41.7	10.9	.44	22	36	42	50	60				
UMD Peers	41.5	11.6	.18	20	34	42	50	60	839	.1	.770	.012
Competitors	42.0	11.3	.19	22	35	43	50	60	3,991	-.3	.551	-.026
NSSE Carnegie	42.8	11.8	.12	20	36	44	52	60	711	-1.1	.011	-.098
Top 50%	45.3	11.5	.03	24	40	48	54	60	111,917	-3.7	.000	-.318
Top 10%	46.9	11.9	.06	24	40	50	56	60	645	-5.2	.000	-.440
Supportive Environment												
UMD (N = 625)	30.6	12.8	.51	10	23	30	40	53				
UMD Peers	32.5	13.7	.21	10	23	33	40	60	851	-1.9	.001	-.138
Competitors	31.4	13.7	.24	10	20	33	40	58	910	-.7	.209	-.052
NSSE Carnegie	32.7	14.3	.14	10	23	33	43	60	724	-2.1	.000	-.146
Top 50%	35.7	13.9	.04	13	25	35	45	60	632	-5.1	.000	-.364
Top 10%	38.1	13.9	.09	15	28	40	48	60	663	-7.4	.000	-.536

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM)
   is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.